

Inquiry Activities: Hands-On Learning for Young Scientists

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Focus Questions

1. How do inquiry activities affect student's retention of science concepts and their ability to explain these concepts?
2. How does the incorporation of inquiry activities into Science affect students' attitudes toward the study of science?
3. What impact does the use of more inquiry activities as a teaching strategy have on the attitude of the instructor?

Class Profile and Focus Sub-Groups

- Class consists of 10 male, 7 female 3rd grade students between the ages of 8-10 years old of varying academic abilities within several sub-groups:
 - + ESL sub-group of 5 students, struggle with both written and spoken English comprehension.
 - + Low Readers sub-group struggle with written English comprehension.
 - + TAG sub-group are avid, independent learners.
- Specific sub-groups have specific weaknesses and/or unique perspectives on learning.

Background and Treatment Justifications: Characteristics of Young Learners

- Active learning or "play" involves them physically, emotionally, and intellectually.
- Most are kinesthetic and tactile learners-they like to move and to touch things.
- Many have short attention spans, and often "action learning speaks louder than loud teachers."

Quantitative Data for Sub-Groups (n=17)

